**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 3-2 Subtraction: Thinking Addition to Subtract Doubles** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Computation Practice: Review addition doubles using flashcards. Follow with one-minute paper/pencil test of addition doubles. Check together (partners, overhead, etc.). Record score.*  Problem Of The Day: Use cubes to solve. Ten students went to the library. Three students checked out books. How many students did not check out books? Discuss answer with partner. Choose one student to share orally with class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Read the book, Two of Everything,” for Doubles. 2. Make a four-square using the vocabulary words “subtract doubles”. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Build a train with nine or less cubes. Partner makes an equal length train. Join the train; say the addition fact. Then separate the cubes into two equal groups. State the related subtraction fact.*  Questions:  1. What did you observe when the second partner made an equal length to the train?  2. Why are they called double facts?  3. Which is easier to build, an addition double fact or a subtraction double fact? Explain. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw a picture using circles to represent the train parts as stated above.  Questions:   1. How many circles did you place in the first part of the train and how many in the second part of the train to show doubles? 2. What is a more efficient, organized way to show the same doubles fact? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Using the problem above, write a number sentence showing the doubles fact.  Can you use a doubles fact to subtract 7 from 15? Explain. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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